



BUXTON INFANT SCHOOL

Headteacher: Jude Boyd



TEACHING AND LEARNING POLICY

BUXTON INFANT SCHOOL

This policy was reviewed by the Governing Body on 3rd May 2022

It will be reviewed May 2023

Signed:

Date:

Contents

1. Aims.....	2
2. Our guiding principles	2
3. Roles and responsibilities	3
4. Planning and preparation.....	6
5. Learning environment	6
6. Differentiation	7
7. Home learning	7
8. Marking and feedback	7
9. Assessment, recording and reporting	7
10. Monitoring and evaluation.....	8
11. Review.....	8
12. Links with other policies.....	8

1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

At Buxton Infant School we want everyone to be happy to come to school. We expect children and staff to work hard, feel confident and valued and be extremely purposeful so that together we can achieve the best for everyone. The welfare and education of the children are at the heart of everything we do here.

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended

- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. Our home school agreement support this.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning via termly project web information, tapestry and parent hub posts and letters home, including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress three times a year and produce an annual written report on their child's progress
- Meet the expectations set out in the Curriculum, Assessment, Behavior and Relationships and Marking and Feedback policies.

3.2 Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning

- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in Curriculum, Assessment, Behavior and Relationships and Marking and Feedback policies.

3.3 Subject leaders

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in Curriculum, Assessment, Behaviour and Relationships and Marking and Feedback policies.

3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring

- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in Curriculum, Assessment, Behaviour and Relationships and Marking and Feedback policies.

3.5 Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Do their best to keep the School Golden Rules

3.6 Parents and Carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment

- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

Our curriculum is broad, balanced and creative, enabling every child to be nurtured and inspired to reach their potential. With the addition of our parallel curriculum (learning superpowers) we teach children to be safe, healthy individuals who support each other and their community whilst attaining highly across a wide variety of different subjects. We aim to create a language rich environment and prioritise the teaching of specific vocabulary to enable children to have the ability to recall, use and apply the knowledge they learn. Our children have the opportunity to shape the curriculum and we promote beyond the classroom experiences to enhance their time in school. We believe that reading gives children the key to access learning and our aim is to foster a love of books and reading across our school. We use Little Wandle to teach phonics, supported by decodable reading books at each phase from Collins Big Cat.

Lessons will be planned well to ensure good short-, medium- and long-term progress. Our curriculum intent is set out on our school website. We offer a child centered, creative approach to meet the needs of the individual child ensuring that we do everything possible to enable children to reach their full potential. The way in which we deliver this curriculum is set out in full in our progression documents which we have for each subject area. We use the Charanga scheme of work for Music and Get Set for P.E.

Please see our curriculum policy

See our EYFS policy for more details on our school's teaching and learning in the early years.

5. Learning environment

When pupils are at school, learning will take place in classrooms, outdoor spaces, the hall and library.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Displays /reminders of material and vocabulary pupils have previously learned about and can identify
- Accessible resources for learning such as books and other equipment
- A seating layout that allows everyone to participate
- Displays that celebrate and support pupils' learning
- Clear visual timetables to allow all children to understand the structure of the day
- Separate workstations for those children who benefit from separate seating

6. Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are gifted and talented
- We will do this by:
 - Using support staff effectively to provide extra support
 - Working with our SEND co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
 - Using ability groupings for certain subjects where appropriate

Please refer to our SEND policy and Equalities and Diversity policy

7. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available on tapestry and sent home as a physical copy.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Any necessary equipment or resources will be provided, loaned or made accessible.

8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

It will be given in line with our marking and feedback policy.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. Teachers are involved in gathering formative information on a daily basis to inform planning and support and intervention groups. Summative assessment data will be gathered at three points through the year. We will provide regular targets for pupils, and provide two verbal reports against these at parents' evenings. Pupils will receive a written report annually.

Please refer to the assessment policy

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

The Senior leadership team and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Regular pupil progress meetings (at five points over the year)
- Planning scrutinies
- Book scrutinies

Please refer to our Appraisal policy.

All subject areas have a link governor allocated to them. The link governors ensure that they understand how their subject is planned and implemented across school and make visits to classrooms to see teaching and learning first hand.

11. Review

This policy will be reviewed every year by the curriculum committee. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour and Relationships policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Assessment policy
- Equality and Diversity policy
- Appraisal policy

Adopted by the governing board of Buxton Infant School on **3rd May 2022**